

*ST LEO'S AND SOUTHMEAD
CATHOLIC PRIMARY SCHOOL
SERVING THE
COMMUNITY*



*RELIGIOUS EDUCATION
HANDBOOK*

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COMMUNITY
RELIGIOUS EDUCATION HANDBOOK

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SCHOOL MISSION STATEMENT

In our school, we want to celebrate God's gift
of life together;

By inspiring, enhancing and developing
tomorrow's talent, today!

We respect all; aiming to achieve and live our
values.

A place to allow everyone to flourish!

THE AIM OF RELIGIOUS EDUCATION

The aim of Religious Education in St Leo's and Southmead Catholic Primary School Serving the Community, is to ensure that every child is able to make their journey of faith, not only via our Mission Statement being lived, but also by following a secure Religious Education Programme (COME AND SEE) that enables us to adapt and personalise it for the children in our school. We serve the Community and all children are included in Religious Education as a subject which provides learning and progress like any other.

Religious Education forms the foundations of everything that we do in our school and is pivotal to our continuing aim of Serving the Community. We are a family of children, parents/carers, staff, Governors and Community. Our Catholic aims enhance the Community Cohesion here and enable us to live our values together. We respect each others beliefs whilst at the same time embracing the Catholic vision which is paramount in our school.

We aim to lead by God's example of Respect and Love for All;

"Allowing everyone to flourish"

Curriculum Religious Education in St Leo's and Southmead Catholic Primary School Serving the Community promotes the following principles:

1. To develop a respect and understanding of fellow human beings.
2. To realise that everyone is as important as themselves.
3. To develop a positive attitude towards others.
4. To acknowledge each other's talents and gifts.
5. To respect freedom and peace.
6. To respect home/life experiences.
7. To respect other faiths.
8. To help each child form a deeper understanding of the Catholic faith.
9. To acknowledge our children's level of understanding and maturity.
10. To be fully Inclusive of children, families, staff who are not Catholic.

St Leo's and Southmead Catholic Primary School Serving the Community will work with:

Pupils and parents
School Governors
The Parish and its parishioners
The local Community and the
Wider Community
Local Education
The Archdiocese of Liverpool.

OBJECTIVES

The Learning Intentions of Curriculum Religious Education in St Leo's and Southmead Catholic Primary School Serving the Community:

- i) To understand the search of meaning.
- ii) To promote knowledge and understanding of the beliefs, values and way of life of the Catholic tradition of Christianity.
- iii) To deepen attitudes of awe, wonder, reverence, respect and compassion.
- iv) To ensure experience of prayer, celebration, reflection, empathy, discernment and evaluation.
- v) To familiarise the children with the technical terms of religious belief, practices, activities, stories, symbols and rituals.
- vi) To support all staff in their own journey of faith and in the delivery of Religious Education.

THE RELIGIOUS EDUCATION PROGRAMME

To accomplish our aim and objectives we use the 'Come and See' Programme of Religious Education recommended by the Archdiocese of Liverpool. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and, where appropriate, of other faith traditions.

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families it will deepen and enrich their understanding and living of their faith.

The programme enables us to include all of our children from the Community and the context in which we teach as the Topics are relevant to all children.

OVERVIEW OF CONTENT

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time as greater depths. They are Church, Sacrament and Christian Living.

The basic question \longleftrightarrow belief for each season time is explored through three kinds of themes.

Community of faith	\longleftrightarrow	Church
Celebration in ritual	\longleftrightarrow	Sacraments
Way of life	\longleftrightarrow	Christian Living

CHURCH

1. Autumn – My Story – My Family – Domestic Church
2. Spring – Our Story – local community – local church
3. Summer – The story – the world wide community – universal Church

SACRAMENT

1. Autumn – Belonging – born into Christ's life
2. Spring – Relating – God's love in our lives – Eucharist
3. Summer – inter-relating – service to the community – reconciliation

CHRISTIAN LIVING

1. Autumn – loving – celebrating life – Advent/Christmas
2. Spring – Giving – the cost of life – Lent and Easter
3. Summer – Serving in Love – Feasts to celebrate – Pentecost.

The Themes of each season

AUTUMN

Family	↔	Domestic Church
Belonging	↔	Baptism/Confirmation
Loving	↔	Advent/Christmas

SPRING

Community	↔	Local Church
Relating	↔	Eucharist
Giving	↔	Lent/Easter

SUMMER

Serving	↔	Pentecost
Inter-relating	↔	Reconciliation
World	↔	Universal Church

Each topic is developed through five levels, so that it may be investigated at any Primary age.

Level N/R	-	Nursery/Reception
Level One	-	Year One
Level Two	-	Year Two
Level Three	-	Years Three and Four
Level Four	-	Years Five and Six

Each level has clearly stated aims, learning intentions, experiences and activities, allowing children to work at their own ability level.

THE PROCESS

KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

The process for delivering the topics in 'Come and See' has Three stages, which enable pupils to develop knowledge, understanding, skills and attitudes.

Explore

- The teacher helps the children to begin to look at and focus on the experience of their own lives concerning themselves, relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life. This will involve:
 - Exploring experiences through story, music, drama, dance, art, etc...
 - Investigation
 - Story telling
 - Consideration of the big questions
 - Discussion
 - Becoming aware of the questions raised
 - Reflecting on the significance of these experiences.

Reveal

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and the Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about scripture, the teaching of the church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- Meeting new knowledge of religious education;
- Developing and understanding of this new knowledge;
- Reflecting of the wonder of the mystery;
- Gathering information and collecting facts connected with this knowledge;
- Researching, collating and classifying;
- Becoming aware of the questions raised;
- Working with problems and grappling with puzzling experiences;
- Exploring experiences through story, music, drama, dance, art;

- Exploring what leads to understanding and meaning;
- Asking questions and discussing;
- Exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- Making links between Christian understanding and the shared life experiences;
- Valuing life experiences;
- Acknowledging and respecting difference;
- Being open to new perspectives.

Respond

REMEMBER is the first part of the section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and have learnt.

This maybe done through:

- Creating a quiet prayerful atmosphere for reflection
- Looking at and thinking about the work done
- Drawing attention to different aspects of this work
- Sharing thoughts and feelings.

REJOICE is the second part of the section. There will be an opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material in the celebration.

RENEW – the teacher helps each child to make an individual response, to hold onto and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their person notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key stage 2 and two hours 15 minutes for Key stage 1 and Reception.

APPROACH CHOSEN

PLANNING

LONG-TERM

Senior Management responsibilities:

- To choose an approach.
- To allocate 10% of curriculum time.
- To monitor timetables to ensure quality time for Religious Education.

The themes and topics framework sets out the programme for the year.

In classes where there are mixed age groups, the Class teacher needs to work out, in collaboration with other teachers and the support of the Religious Education subject leader, which topic will be explored in a particular class or in a particular year group to ensure differentiation and to avoid duplication. Within all classes, teachers will need to have regard for the attainment levels when developing activities for children of different age groups and abilities. It is important to track individual pupils' experience of the topics to ensure full coverage and to avoid duplication.

MEDIUM TERM PLANNING

- The overall responsibility for medium term planning relies with the Religious Education Subject Leader. It is essential for the understanding of the topic that the teacher reflects on the theme pages, come and see for yourself at the start of each topic.

SHORT TERM PLANNING

This is the responsibility of the class teacher. The teachers will use the planning model agreed by the school – Come and See Planning from the Archdiocese.

FOUNDATION STAGE APPROACH

Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Art and design

The process is divided for Nursery and Reception as follows:

- Whole class core input (teacher led)
- Adult directed group activities and (teacher or TA with groups of children)
- Continuous provision (child centred learning across the areas of learning in the foundation stage)

For Years 1 and 2 there will be a choice of two formats, foundation stage or years 1-6.

DIFFERENTIATION

As with all other areas of the curriculum the purpose of differentiation in Religious Education is:

- To enable children to succeed in the set task or activity and to challenge them to take the next steps in learning.
- To challenge children to be self motivated and to take responsibility for their own learning.
- To enable children to recognise and celebrate their achievement.

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media.

ADDITIONAL LEARNING NEEDS AND/ OR DISABILITIES

Come and See aims to provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P scales who may be accessing the religious education in the context of St Leo's and Southmead Catholic Primary School.

OTHER FAITHS

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of another faith. St Leo's and Southmead Catholic Primary School Serving the Community follows the recommended approach

and teaching material for other faiths provided in Come and See, using other resources to supplement this.

Allocating time for the exploration of another faith in the

- Autumn and in either the Spring or Summer (whichever is the longer)
- Indicating planning/teaching to be monitored.

The Process:

- Look – leading to discover
- Discover – the main section of teaching and learning
- Discover – followed by Respect.

ASSESSMENT

Assessment is focused by the overall aims and objectives of Religious Education.

In Come and See, it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic.

Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come and See, emphasises a wide range of achievement.

In our school it involves:

Informal Assessment

Key stages 1 + 2

Class teachers note on their short term planning the tasks, groups or individuals they are going to assess informally as the topic is progressing.

General observation of children engaged in classroom activities

Observation of contributions made to classroom displays

Marking of more formal work

Review: end of task, activity, lesson, topic

A note is kept of those children who are achieving above or below expectations.

Early Years

Teachers will assess children's understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

For each topic, work, which has been informally assessed, is annotated and copied for the RE Subject Manager to monitor and stored in class scrap book.

Formal Assessment

Nursery/Reception – portfolio of annotated work from each topic including for example, photographic evidence.

Links with Characteristics of Effective Learning and Areas of Learning and Development

Using updated Nursery/ Reception evidence grids within Archdiocesan Assessment booklet

Years 1-6 - Formal Assessment is guided by the Attainment Levels on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (**N.B.** Other strands may also be covered in these topics)

Assessment is undertaken following **Remember**. An activity will be undertaken that enables children to show how they have met the Learning outcome. Following moderation the outcomes will be added to a class tracker and then marked against the attainment levels on the child's 'Record of Attainment in Religious Education'

Tracking sheets are kept to track the progress of each cohort

RECORDING

Recording in Religious Education recognises the distinct nature of the subject; Assessments made and the consequent records kept will;

- Recognise a wide range of achievement;
- Be selective because not all evidence is suitable for recording or is able to be recorded;
- Be positive in order to record what pupils have done and can achieve;
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes);
- Be open and based on collaboration between the teacher and pupil wherever possible.

When recording for Religious Education is simple and straightforward it avoids becoming an unnecessary burden for the teacher.

Reasons for and ways of keeping records

Schools keep a record of the experiences offered pupils in order to ensure continuity and progression with and across Key Stages.

This information will be found:

- In the scheme of work for Religious Education
- In the long, medium and short term planning.

Recording provides evidence of, and celebrates, the individual's achievements.

This can take many forms:

- Notes from observations;
- Comments written on pupil's work;
- Outcomes of tasks;
- Portfolios – containing a selection of work with a written comment indicating the understanding and achievement of a pupil.

As part of a whole school process, we assess R.E. termly. This informs teacher assessment, future planning and information for parents/carers and Target Setting. School portfolios provide evidence of the quality of teaching and learning in Religious Education for teachers, governors, parents and inspectors. In St Leo's and Southmead Catholic Primary School Serving the Community we have a whole school portfolio containing examples of pupils work on display in each class.

REPORTING

All staff are provided with a programme of moderation for Academic year. Reporting in Religious Education is a natural part of teaching and integral to the learning process.

There are four dimensions to reporting in Religious Education:

- 1 It provides feedback to pupils on their achievements and progress through:
 - Pupil interviews / Pupil voice;

- Regular and constructive marking of pupil's work;
 - Scrutinizing children's work and teachers planning.
- 2 It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
- Summative records;
 - Summary records of work covered.
- 3 It informs parents of the progress and achievement of their children through:
- Informal discussions after End of Topic Celebrations;
 - Pupils, parent and teacher discussion;
 - Written reports;
 - Religious Education assemblies;
 - Displays of work;
 - Photographic and video records of dance, drama and musical presentations;
 - Certificates sent home.
- 4 It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
- Curriculum documents;
 - Headteacher's report to governors;
 - Curriculum meetings;
 - Religious Education assemblies;
 - Photographic and video records of dance, drama and musical presentations;
 - Displays of work.

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teacher and parents in the developing role of Religious Education. It offers opportunities for discussion and collaboration with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

EVALUATION OF TEACHING

Planning is annotated with activities, tasks, differentiation and dated by the classteacher. Copies of planning are monitored by the Head Teacher and the R.E. Subject Manager.

At the end of each topic the children's work is monitored in line with the school Assessment Policy and the Teaching & Learning cycle.

Each class contributes to Rejoice Celebrations throughout the year and parents are invited to attend.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school.

RE teaching will be observed by the R.E. Subject Manager, R.E. Governor or the Head Teacher on a rolling programme according to the Teaching & Learning Cycle.

With regard to monitoring teaching, the school follows the diocesan guidelines.

Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, effectively and efficiently;
- Assess pupil's work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they are doing, how well they have done and how they can improve.

EVALUATION OF LEARNING

The children evaluate their own learning during the Respond stage of the topic. Children are encouraged to reflect on their experience and learning.

Suggestions for children's evaluation of their learning include the following:

Something I understand better;

Something I've thought about;

Something I've enjoyed;

Something I'll try to do that I didn't do before;

Something that puzzled me;

Anything else that you have thought about;

STAFF DEVELOPMENT

This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look and moderate at other children's work. Staff meeting time is used for Inset alongside other core subjects. We are currently supporting staff with the implementation of a new scheme 'Come and see' through staff meetings and meetings requested informally by staff throughout the school year.

Before staff begin a topic they are requested to read the “Come and see for yourself” material. If time is available in staff meetings, this material will be shared, to enable a deeper understanding of what each topic is about.

STAFF INDUCTION

New staff are given

- A copy of the “Come and See” Programme for Religious Education.
- A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.
- The medium term planning and sheets for short term planning for their year group are copied.
- A copy of the RE Handbook
- A copy of the Collective Worship Policy

The RE Subject Manager goes through the programme with new staff and is available for support as and when necessary.

STAFF COMMUNICATION

Staff are given regular updates following coordinators’ meetings. The white board in the staff room is used for any extra or additional communications.

The Year 4 teacher, together with support from the Head Teacher and R.E. Subject Manager are responsible for supporting the church with the preparation for the Sacraments of Reconciliation, Eucharist and Confirmation.

RESOURCES – BOOKS

Books and resources for RE, are stored collectively. There is a selection of Madeleine Lindley books for each topic in the four year cycle. Each teacher has a copy of ‘God’s Story’, ‘Church’s Story’ and passwords for the Come and See Website. There are a variety of other faiths resources to support the teaching and learning of Judaism, Hinduism, Islam and Sikhism. The RE Subject Manager is responsible for the storage and maintenance of the resources.

RELATIONSHIP OF RE TO THE WHOLE CURRICULUM

Each class must participate in an act of Collective Worship each day. These can take the form of whole or part school assemblies. Where the class does not take part in an assembly the class teacher and children are responsible for the Collective Worship of their own class.

Parents are invited to all Masses and Rejoice Celebrations held in school. They are also invited to other celebrations, Christmas Nativity performances and the Leaver's Assembly.

The Parish organise a Little Church Group for children attending Mass on Sundays. Some of our parents help out at Little Church.

In St Leo's and Southmead Catholic Primary School Serving the Community, periods are set aside each week for work on 'Come and See' themes. The school prays together in assembly and as class groups throughout the week. Prayers are said in each class at the beginning and end of each day as well as other time when appropriate. The topics are taught, usually as whole class teaching sessions with individuals relating their experience. To focus the children's attention on the topic which is being covered at the time stories, poems, pictures, teachers own personal experiences and any experiences the children can contribute are used.

Quiet, reflective music is played as the children enter the Hall at assembly time.

See attached Policies.

PRAYER

Children are invited to say prayers together or to take the time to reflect. We use Traditional prayers and the children's own prayers.

SACRAMENTAL PREPARATION

Sacramental preparation involves a partnership of Home, School and Parish. The Year Four teacher prepares her class for the sacrament of Reconciliation, Eucharist and Confirmation. A service is conducted by the Parish Priest.

SELF EVALUATION DOCUMENT (See attached) **RELIGIOUS EDUCATION DEVELOPMENT PLAN**

See SED
Subject Manager monitoring Programme

EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK

The Handbook is to be reviewed September 2016

